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REPORT OF THE ILLINOIS OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT (RCU) WORKSHOP FOR VOCATIONAL EDUCATION. SPRINGFIELD, JANUARY 11-12, 1966.

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CONFERENCE REPRESENTATIVES FROM BUSINESS AND INDUSTRY, ORGANIZED LABOR, HIGHER EDUCATION, SECONDARY EDUCATION, THE STATE DEPARTMENT OF EDUCATION, AND OTHER GOVERNMENTAL AGENCIES TOTALED 160. THEIR OBJECTIVES WERE--(1) TO IDENTIFY NEEDED AREAS OF ATTENTION AND CRITICAL ISSUES FACING VOCATIONAL-TECHNICAL EDUCATION IN ILLINOIS, (2) TO SUGGEST TENTATIVE DIRECTIONS FOR MEETING CURRENT AND FUTURE EDUCATIONAL NEEDS, (3) TO CONSIDER MEANS OF IMPROVING WORKING RELATIONSHIPS AMONG INTERESTED AGENCIES AND GROUPS, (4) TO REVIEW POLICIES AND PROCEDURES PERTAINING TO VOCATIONAL-TECHNICAL EDUCATION ADMINISTRATION, AND (5) TO ESTABLISH A FRAME OF REFERENCE FOR DETERMINING NEEDED RESEARCH AND RESEARCHABLE PROBLEMS. THE MINUTES OF THE MEETING INCLUDE DETAILED REPORTS OF THE FOLLOWING PRESENTATIONS WITH SOME DIRECT QUOTATIONS--(1) "OBJECTIVES OF CONFERENCE," BY J. E. HILL, (2) "THE CHALLENGE TO VOCATIONAL EDUCATION WITH RESPECT TO MAN, EDUCATION, AND WORK," BY GRANT VENN, (3) "STRUCTURING VOCATIONAL EDUCATION TO MEET THE CHALLENGE," BY RUPERT EVANS, AND (4) "STRATEGIES FOR CHANGE THROUGH RESEARCH AND DEVELOPMENT," BY ALLEN LEE. (EM)

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VOCATIONAL EDUCATION in ILLINOIS

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PLANNING for MEASURED CHANGE

VT 02012

Report of the

ILLINOIS OCCUPATIONAL RESEARCH AND DEVELOPMENT COORDINATING UNIT (RCU) WORKSHOP FOR VOCATIONAL EDUCATION

January 11-12, 1966

State House Inn
Springfield, Illinois

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Preface

The establishment of a Research and Development Coordinating Unit for vocational and technical education in the State of Illinois was in itself an innovative and forward looking step. I was pleased to give my approval to such an undertaking wherein Illinois joined with twenty-three other states in providing an exploratory and introductory step toward integrating research and development as a major activity in the structure of vocational education. In the face of unprecedented social, economic, and technological change such emphasis is not only desirable and reasonable, but absolutely mandatory.

This report contains a summary of one of the major undertakings by the Illinois RCU. Perhaps there has never before been assembled such a distinguished, sophisticated, knowledgeable and comprehensive group to consider the critical issues and challenges facing vocational and technical education in Illinois. During this conference major emphasis has been placed upon the role and the changed requisites of a state division of vocational education working in close harmony with the entire state department of education, with universities and local schools. It is my resolve that the Office of Superintendent of Public Instruction in Illinois will move rapidly to become a primary source of leadership for all facets of education.

The assessment of problems and issues facing vocational and technical education, as discussed in this conference, puts the responsibility for attack of these problems at the cooperative doorstep of the Staff of the Office of the Superintendent of Public Instruction and the Board of Vocational Education and Rehabilitation. It is here that leadership for measured change must and will originate.

Ray Page

RAY PAGE
Superintendent of Public Instruction

Background of Conference

This conference was the result of a specific phase of a proposal funded by the U. S. Office of Education (Section 4(c) Vocational Education Act of 1963) which also created the unit responsible for implementing the total proposal. The actual planning for the conference is outlined in Chapter II of this report. The conception of the parent unit is sketched in this opening chapter.

The establishment of an Occupational Research and Development Unit (RCU) for the State of Illinois provided the structure for a major emphasis on implementation of the stated purposes of the Vocational Education Act of 1963 within the framework of the state office administrative organization. The time schedule for the project extends from June 1965 to December 1966 - a period of eighteen months. The Illinois RCU is one of twenty-four such units established in various states. Mr. Vern Burgener, Chief of Research and Statistics, was designated as director of the Illinois project. By September 1965 staff members were appointed, including Philip Baird and George Fuka, Program Planning Supervisors; Roy McDermott, Research Supervisor; and Frederick Ryley, Statistical Officer.

There were four major areas of activities for the RCU set forth in the project proposal. These activities in themselves were to be developmental and exploratory. In the main it was planned to appraise the present situation along with needs, structure operating policies with guidelines to promote, coordinate, and implement a research and development program for continuing administration within the State of Illinois. More specifically the proposed areas of activities are as follows:

1. Establishment of guidelines, policies and procedures for research and development.

   It was proposed that an advisory committee be established

To assist in the process of assessing the present status of research and development activities and in making recommendations for changes. This group, known as the RCU Planning Committee, has been organized consisting of representatives of business, labor, industry, associations, secondary and higher education, and other governmental agencies. A roster of the members of this committee is included with the participants of this conference.

At the first meeting of this committee they were asked by both Mr. J. E. Hill, who at the time was Director of Vocational Education, and Mr. Ray Page, Superintendent of Public Instruction, to examine and study the broad general needs and problems which confront vocational and technical education and to make suggestions and recommendations relative to these overall needs. This placed upon the committee a responsibility beyond the confines of research and development and provided an orientation toward an overall state advisory committee for vocational-technical education. They were asked to give special thought to the needs for area programs and the scope of involvement which should be expected and desired from the expanding junior college movement.

2. Identification of problems and improvement of research competencies.

Prototype workshops were proposed as the means by which this activity would be initiated. The workshop-conference being reported herein was a first start, intended primarily to attack the first need mentioned above - identification of problems. The ideas, reactions, and suggestions relative to the critical issues and needs for vocational-technical education have been, and will continue to be, directed to the RCU Planning Committee to be formulated into recommendations to the State Director and the State Board.

In attempting to upgrade research competencies it is intended to conduct at least one statewide workshop to include university and public school personnel who have a propensity toward research, new development, and innovation. Consideration will be given to problem identification, proposal development, and review procedures. Sources of funding from both public and private sources will be discussed.

3. Coordination of research and development.

The addition of staff personnel was proposed to implement and conduct activites, such as:

(a) Assist in preparation of 4(c) proposals for submission to the Commissioner by eligible institutions or individuals.

(b) Review 4(c) proposals received from all individuals and agencies requiring State Board approval.

(c) Approve and supervise experimental instructional programs.

(d) Develop contracts for needed in-state research and training and supervise and approve those programs for reimbursement.

(e) Implement policies and procedures for research and development as recommended by a functioning advisory (RCU Planning) committee.

(f) Maintain review panels to consider proposed in-state research.

(g) Analyze and summarize reports on vocational education for the information of the State Board.

(h) Bring to the attention of the State Board the experience and statistics on vocational education in other states and countries.

(i) Examine, on a continuing basis, the salary schedules of all vocational education employees of the State Board, and compare them with similar schedules from other states to ensure that the State Board is cognizant of the compensation needed to maintain a competent staff.

(j) Examine existing rules and regulations on vocational education to determine whether revision is appropriate and necessary.

4. Survey of information on the status and future of vocational education needs.

The basic purpose of this proposed activity is to identify and gather information that would be helpful in planning and developing vocational and technical education in the State of Illinois. A corollary objective is to identify significant gaps in the fund of available information and to develop recommendations on how these gaps can be eliminated or minimized through subsequent research.

The responsibility for this activity has been contracted to a private nonprofit research group, Corplan Associates, an affiliate of the Illinois Institute of Technology. The completion of this study is scheduled for the late spring. A report should be forthcoming shortly thereafter.

Planning of Conference

Initially, the intent had been to bring together a representative group of approximately fifty people for a three to five day workshop. As plans were being developed and discussed by the staff, the RCU Planning Committee, and others it seemed desirable to invite high level personnel from business, labor, and other interested groups to meet directly with the professionals from vocational-technical education. Such individuals have heavy commitments on their time and talent. It was assumed that it would be difficult, or impossible, to get top echelon people to an extended conference on vocational education.

It was felt that contacts with as large a group as possible would result in a greater amount of motivation, empathy, and eventual diffusion of information and ideas. It was believed that a larger group would provide a more valid cross-section by which to generate suggestions relative to needs, problems and critical issues. It soon became obvious the number of participants would exceed fifty in number.

If a large, sophisticated group could be assembled it seemed evident that some well known national figure(s) should appear on the program. A number of contacts were made with such persons and adjustments had to be made in the conference time schedule in order to complete arrangements. Commitments were arranged with Dr. Grant Venn, well known educator and researcher, who had recently produced the widely discussed report, Man, Education and Work, and is presently serving as Superintendent of Schools, Wood County, Parkersburg, West Virginia. (has since been named Associate Commissioner for the Bureau of Adult and Vocational Education, U. S. Office of Education).

Dr. Allen Lee of the University of California at Berkeley agreed to make a presentation. Dr. Lee had a long and varied experience in the Oregon State Department of Education and is most knowledgeable of the strengths and weaknesses of State Departments of Education in general and Divisions of Vocational Education in particular. He is currently working on a research project designed to study and implement improvements in State Departments of Vocational Education.

Arrangements were made with Dr. Rupert Evans, Dean of the College of Education, University of Illinois to appear. Dr. Evans is well known as a respected and dynamic educator with a distinguished background in vocational education teacher training, administration and research.

The concept of the formal portion of the program was for Dr. Venn to discuss critical needs and issues relative to the national scene; Dr. Evans was asked to direct attention to the manner in which these challenges exist in the State of Illinois; and lastly, Dr. Lee was to relate these issues to action on the state and local level. This concept embraced the contention that both the producers and consumers of vocational education were a vital part of the critical issues and would, by necessity, be involved in the process of resolving problems and seeking solutions.

It was decided to structure the conference for a day and a half concentrating the formal presentations in the first day and allowing time for some discussion and exchange of ideas through an open forum session. Utilizing only a day and a half it was hoped that a major portion of the conferees would be able to remain for the entire program. This would also make it possible to provide expenses from RCU budget funds for meals and lodging for all conferees during the workshop. The second half day session was scheduled to include two open meetings of specific groups - the RCU Planning Committee and the State Staff for Vocational Education.

A master list of prospective participants was prepared which was reviewed by a number of people. All members of the State Staff for vocational education were included as well as the vocational teacher-trainers. The final number reached approximately two hundred forty. Mr. Ray Page, Superintendent of Public Instruction, sent a letter of invitation to each of the prospective participants. (See Appendix page 76 for sample letters). Initial favorable response to this invitation was received from one hundred fifty-nine persons. It was gratifying actual attendance reached 160 counting the RCU staff and program participants.

Conference Objectives

The objectives or purposes of the conference are presented below:

1. To identify needed areas of attention and critical issues facing vocational-technical education in the state of Illinois.
2. To suggest tentative directions for meeting current and future needs relative to vocational-technical education.
3. To consider means of improving working relationships among agencies and groups interested in vocational-technical education.
4. To review policies and procedures pertaining to the administration of vocational-technical education.
5. To establish a frame of reference for determining needed research and researchable problems.

Conference Program

Agenda

Tuesday, January 11, 1966

9:30 A.M. - Registration and Coffe Hour - Inaugural Room

10:30 A.M. - Opening Session - Inaugural Room
Chairman - V. E. Burgener, Director, RCU

Welcome - VERNE E. CRACKEL, Deputy Supt., Office of
Supt. of Public Instruction

Objectives of Conference - J. E. HILL, Director of
Vocational Education

The Challenge to Vocational Education with Respect
to Man, Education, and Work - DR. GRANT VENN, Supt.
of Schools, Wood County,
Parkersburg, West Virginia

12:00 - Noon - Lunch - Illinois Room

1:30 P.M. - Afternoon Session - Inaugural Room
Chairman - Al Redding, Asst. Director of Voc. Educ.

Structuring Vocational Education to Meet the Challenge -
DR. RUPERT EVANS, Dean, College of Education, Univ. of
Illinois

3:00 P.M. - Break

3:30 P.M. - Open Forum

5:30 P.M. - Social Hour - Inaugural Room

6:30 P.M. - Dinner - Illinois Rooms

7:30 P.M. - Evening Session - Inaugural Room
Chairman - Philip G. Baird, Program Planning Supervisor

Remarks - RAY PAGE, Superintendent of Public Instruction

Strategies for Change Through Research and Development
DR. ALLEN LEE, University of California at Berkeley

Conference Program (cont.)

Wednesday, January 12, 1966

9:00 A.M. - Open Meeting of RCU Planning Committee
South Inaugural Room - Dr. M. Ray Karnes, Chairman

Open Meeting of Staff for Vocational-Technical
Education - North Inaugural Room
Chairman - Harold Engelking, Technical & Adult
Education Division, SIU

10:00 A.M. - Meeting of State Board of Vocational Education
and Rehabilitation - Illinois Room

12:00 Noon - Lunch - Inaugural Room

Conference Proceedings

CHAIRMAN V. E. BURGENER began the conference by introducing the audience to each other by means of having the groups stand acording to general categories, such as: teachers, businessmen, teacher trainers, and staff of the state department. By this means, the participants soon learned that the conference had broad representation from several interest groups.

Mr. Burgener then introduced MR. VERNE E. CRACKEL, Deputy Superintendent of Public Instruction, who gave the official welcome from the Office of the Superintendent of Public Instruction. In additon to his welcome, Mr. Crackel presented these questions to the participants -- "Where do we want to go? What changes do we want to make?"

MR. J. E. HILL, then Director of Vocational Education, etended to the participants his appreciation for their willingness to take time from busy schedules to attend a conference of this nature. He made the observation that we would no doubt agree vocational education, as it is today in Illinois, is in need of improvement. Mr. Hill codensed the objectives of the conference into one main theme, that of inviting each one to examine with the others the critical issues and problems facing vocational-technical education in Illinois. Mr. Hill then gave a thumbnail sketch of vocational education in Illinois since 1917. He expressed the belief that there has been a tremendous change in attitude coupled with the growth of the field. When Mr. Hill was employed by the state department in 1919 he was told by the Superintendent of Public Instruction, "I want to tell you that I have no use on earth for vocational education. I think it has no place in the schools of Illinois, but I shall not stand in your way in anything you can do for vocational education." In 1918, there were:

4 schools with 310 students in homemaking education.
15 schools with 243 students in agriculture education.
4 schools with 1200 students in trade and industrial education.

From that little group of 23 schools in 1918, Mr. Hill pointed out that in 1965 every county in Illinois had some type of program in vocational education in approximately 500 schools.

With the passage of the Vocational Education Act of 1963, Mr. Hill expressed belief that "Our great opportunity to expand and build a more effective vocational education program is here! We have the funds to explore new methods and new paths in vocational education. New ideas _must_ _be_ tried and explored. Beaten paths are for beaten people. I know vocational educators are not beaten people."

Mr. Hill concluded his address by saying that,"It is the primary responsibility of our RCU to find new highways and new means of operating and improving the vocational education program in Illinois."

MR. V. E. BURGENER suggested a theme for the conference -- "Measured Change." He expressed a belief that we must have change but it must be planned change, otherwise we will have chaos. He then introduced Dr. Grant Venn. Dr. Venn began his educational career as a vocational agriculture teacher in his native state of Washington. He has served the cause of education as a guidance director, planning coordinator, university professor, Peace Corps administrator, and as Superintendent of Schools, Wood County, Parkersburg, West Virginia (presently Associate Commissioner for the Bureau of Adult and Vocational Education, U. S. Office of Education). Dr. Venn is author of _Man, Education, and Work_.

The Challenge to Vocational Education with Respect to Man, Education, & Work

DR. GRANT VENN stated he was going to lay out possibilities and ideas rather than give specific answers. His first main idea concerned CHANGE.

A few months ago, a scientist of note spoke on the topic, "Transuranium Elements," and he said that one of the new elements called Einsteinium, of which they have produced one millionth of a millionth of a gram, can produce so much energy in fusion that an amount which could be held in a thimble could not only destroy all life on this earth, but could actually disintegrate the earth. The implications of this amount of energy available to man are amazing!

A geneticist has pointed out that we are able to identify 25 genetic characteristics which can be transmitted from parents to children by a test of nucleic acid, a protein in the individual's body. Let us suppose that we could identify all characteristics and locate each one by certain tests. The question that would be difficult for us to decide would be which genetic characteristics we should pass on and which we should eliminate. This would be a very serious question, and in our new technological age such a new possibility is so great that is very difficult to understand. Dr. Venn pointed out two examples and many others of changes that have occurred in very recent years. A graph which would indicate the time that man has lived on earth, and the amount of engrgy that is available for him to use, would show a very marked upswing since the period of 1940 to 1945. It was then that we had the first explosion of the atomic bomb, the beginnings of television, the beginnings of rocketry, and the beginnings of many other things which had accumulated over a period of time.

"Our background, as adults, was based on the concepts of stability. We developed our attitudes, our values, our prejudices, and our blindnesses, and yet the children with whom we work are facing a different kind of world. We, as a generation, will probably be the only generation that will face this kind of situation--where our background and experience is based on stability and self-understanding, and where the future is based on exponential change.

Now, what do we teach our children in this situation? What is right and what is wrong? And how do we even get the courage to discuss some of the problems with our children and to give them some understanding of things they are going to face in the future? In fact, how do we get the public to give us the permission to discuss such questions? In terms of man's role in society today and his new society and the technological age, this seems to me to be a fundamental change about which we have thought very little--in terms of our relationship as educators to the children we teach. Because of our background and experience, we find that it is very difficult to adapt to this situation. In fact, it almost appears that the greatest handicap one can have is experience. The reason is that, should this projection be true, our past experience is generally bad experience."

Dr. Venn feels that the second major factor in our society today, which is so changed compared to the past, and which will be so changed in the future, is the mobility of people. Twenty percent of the population in this country actually change their places of residence every year, and we still think in terms of local versus national educational policy, as if one particular community should be doing something quite different from another community.

The third major problem we face from our present society is the tremendous change in the population which, in this next year, will dump one million young men and women--graduates of high school, or dropouts--into the labor market, into colleges, into postsecondary schools, and into the business of creating and starting new families. This is a million more than have ever entered the labor market before!

The fourth major condition is the change in the nature of work. This change comes from a basic change in the ability of man to use energy and machines. In the past, we operated on a philosophy of economic scarcity, but for the first time, man is having to face the fact of economic abundance. We used to think of work as a way that a man must earn a living to feed himself, to keep warm, and to care for his family. This is no longer true for many people in this country and in many other countries. Work is no longer the necessary way an individual must earn his living or provide for physical needs. Actually work has become a new way by which man finds his identification in society. Work is much more significant in this respect than it is as a means of earning a living.

The fifth major change has to do with unemployment in a period of great economic growth. The President's Council of Economic Advisors has arrived at the conclusion that an economic growth rate as large as 6 percent a year would not prevent unemployment. That is because the nature of work has changed from muscle power to one of a cognitive nature, which is much like education. We will have unemployment and, unless we know how to find a place for these people to contribute in our work world, even worse, a greater problem: underemployment of many of our talented people.

Work at one time was considered primarily production, but for the first time a majority of the work force in this nation is involved in distributive and service occupations. The number of workers involved in production is decreasing steadily. In terms of our changed society, the significance is that education becomes the link between the individual and work, or to put it another way, the link between an individual and his place in society.

Historically, every society has had certain patterns for introducing youth into adulthood and giving them places in society. Dr. Venn stated he doesn't know exactly what that induction is in our society, unless it is going to be work. However, we find that many of our young people have not had opportunities to learn how to work, do not have the opportunity to find work, and they are not educated for work. For the first time, education has a direct relationship between the individual and his success.

Another major problem is that we do not have institutions in our society that are concerned with the individual between the age of 16 and 21, who is unmarried, not in school, and out of work.

Dr. Venn believes that these are the major problems in education which we have to find some way of solving if we are going to meet the challenges faced by these changed conditions in society.

One of the first changes we need is a new concept of just what comprehensive education is. We talk about comprehensive high schools and comprehensive education in this country, but Dr. Venn does not think we have a single comprehensive school in the nation. If comprehensive indicates programs to take care of the needs of all the individuals, than he cannot quite see how we can continue to say to the youngster, "If you are not learning, you shouldn't go to school." We are still pushing out of our schools over one-third of the young men and women of high-school age in this country. Comprehensive education is going to have to provide new programs, new courses, new flexibility, so that every youngster has a chance to learn. And this is something new.

Superintendent Venn thinks we need to have also a new concept of occupational education. The nature of work has changed so much that we can no longer think of vocational, or technical, or occupational education as the teaching of a set of basic skills which prepares the individual who has learned them for a permanent place in the work-world. This is simply not going to be true, because the average person is likely to change jobs four or five times during his work-life.

What then is a new concept of occupational education? We must visualize vocational education as giving the youngster certain saleable skills which the employer finds useful at the time the student leaves school. This is true whether he be a sophomore in high school, a high school graduate, or a graduate from some other type of program including one that culminates in the baccalaureate. Our present baccalaureate degree program does provide these vocational skills in many cases, and certainly does at the graduate level.

Generally, we have not paid very much attention to the training which is strictly vocational, nor have we seen this as a responsibility of the school. And yet far too many of our young men and women are leaving school and cannot find places in the work world because they do not have saleable skills. Training for these different skills may require six weeks in one case, a year in another, two years in another. Along with the skill training, though, we must be teaching civic understanding and personal understanding and the ability to get along with one another. The fact remains that most individuals who lose their jobs, whether they be a Ph.D. or seventh grade level, do so because they do not know how to cooperate with others.

Another problem that we must attach is how we can provide training for every single youngster who attends our educational institutions. Every single one! The gifted child is quite well cared for, because we know how to get him into college if he is gifted. Not only do we give him the professional-vocational skills that he needs, but we put him in the job, we follow-up, and we move him into a new job if it is necessary. We do this for the 20 percent that graduate from college. We do not do it for these who drop out of college, nor for any of those in high school except the college bound. And we generally make no attempts to offer such service.

Another major objective in facing up to the problem of education is accepting learning as the major purpose of education, regardless of where it takes place. For years we have had the idea that to learn one must sit in a seat, one's own seat, for one hour or 55 minutes, for six periods a day, and if a student is not in this position, we have practically said, "You can't learn."

"We must recognize that regardless of the subject matter we teach in school, we must remind all persons who graduate from school, whether it be Harvard Graduate School or any other school, that change is rapidly taking place and that each student must cope with this change and prepare to change with it. Why can't we devise some way to measure the learning that can take place on the farm, in the factory, in the store, or any place so that the individual can come back into the educational mainstream and continue to learn. Fundamentally, what we say is that we respect learning, but we respect it only when it takes place in certain areas and under certain conditions. Until we change this, I don't think we are going to accomplish our job."

These implications are particularly pertinent to people in the guidance field. We must have occupational guidance in all our schools at all levels. Occupational guidance is not the matter of getting the youngster to make a vocational choice, for a vocational choice, whichever one it is today, is likely to be wrong in 10 years. What is it then? It is a matter of acquainting our youngsters with the broad areas of occupations that are available and of opening their horizons and their understanding to the myriad possibilities that are available to them. In no case should we narrow the scope of their opportunities. We need to know, for example, what an instrumentation technician is. We have to get these youngsters to understand many occupations. This needs to start at an early age and continue all the way through school. We need to update occupational information. We have a new set of college catalogs every year. "In this area you and I are safe, because it is this road to heaven that we took, and we know it so well that we can tell any youngster how to get into a college." We need to update occupational information just as vitally.

Excellence and quality need to be defined in terms of the job we are trying to do, and how well we hope to get it done. We've reached the point in a new technological society where there is no longer a margin for educational error. The individual who is not educated is not going to have a job! There is no place for him! We can no longer put him out of the school, have him find a job somewhere, and then have him come back and give a library to the college from which he was never able to graduate. In the future this young man isn't going to get that entry job because it's just not there.

In this country, just 100 years ago, 75 percent of all the people were employed in farm and farm-related jobs. Today the figure is 6 percent; by 1970 it will be 4 percent. The number of unskilled jobs is decreasing at the rate estimated to be about 40,000 a week. The unskilled job, the one that just takes a good attitude, a good back, and not too much intelligence, is, unfortunately about gone.

Another major problem that we face is in the creation of a dual system of education which abandons a long-held philosophy. We said at one time that we must have free public education for all youngsters. This was not because any particular child deserves an education, but because it was a matter of public welfare to have an educated democracy if people were to vote. This is why we have free public education. It is in the public interest in the same way that highways are, and it is a factor in our defense. Today we are at the point where the offering of occupational education, so that the individual may find a job, is in the same relative perspective for our public welfare. If we do not provide this training in the interest of the public and of the nation, we are going to end up with a dual system of education.

"During this past summer, under a Carnegie Foundation Grant, we had a summer counseling program. We invited everyone of the senior-high-school students in the county to come for a conference with a counselor. We invited each to bring his parents to talk about future plans. We held conferences with over 3,000 students and their parents. This signifies to me a great concern, a great fear and worry, by parents about the future welfare of their children. I do not believe that we have done much yet in most of our schools to alleviate that fear or to prove to parents that we are interested in doing anything about it!

The Poverty Bill represents an aggressive step in this direction. It has assured 16 to 22 year olds who have dropped out of school that they will be paid $75 a month to go to school. If we do not provide more meaningful training such as this in the schools as they exist today--we are eventually going to end up with a dual system of education in this country where some youngsters are placed into one kind of a system, and some into another kind of a system."

Dr. Venn then described what seems to him to be the new link between education and work. First of all, we have to start teaching children in the elementary and high schools how to read, write, compute, and listen. You have heard this before, but we have never done this before. We have never done this for all youngsters. Ninety percent of our teachers do not know anything about the teaching of reading. This is the number one vocational tool and skill necessary in today's world: a verbal, automated, energy-controlled world. We must teach these youngsters to read and to write and to compute! We should not have teaching in our schools a teacher who has not had a good course in the fundamentals of teaching reading.

The second thing that we have to do in our new role for education is to give our young people an opportunity to make contributions. "If you could just spend a short time in the Peace Corps, you would get a feeling for the tremendous enthusiasm and desire of these outstanding young men and women, who come into the Peace Corps to serve. You will find that their basic motivation was their need--not a desire but a need--to make contributions which they recognize to be important.

If we go back 50 years and take a look at the manpower force in this country, with 75 percent of our population involving child labor, we quickly see that the child was then an economic asset in the home. He made a contribution to the welfare of the family that was not a false contribution--like passing peanuts at a cocktail party. The community and the nation depended on the child. I think that we in education need to figure out a way to provide a framework of purpose for each individual to fill his role in society. We need to devise some way to give all of our children chances to contribute, to be recognized, to be acceptable as having worth and dignity. Now, why can't we do this for all youngsters in our high schools instead of having them all starting high school at

8:30 in the morning and getting out at 4 P.M.? Why not run a 14 period day with some starting to school at 7:30 in the morning and getting out at noon, and the rest starting at 12:00 noon and getting out at 6:00 P.M.? In this way each child could work during his spare time in the afternoon or morning.

Why can't we do it? Why do we say to our young people,"Yes, you've got to learn. This is the most important thing. Don't worry about anything else yet, as long as you're learning. Take a full course. You can't take off and work part time."

Wouldn't it be better if some of our young people spent five or six years in high school? Why shouldn't they be getting work experience so that they may contribute something worthwhile? We must get across to young people the concept that work is the great opportunity for man to make a contribution and to fulfill a place in society. We must provide this opportunity for that young person who has an IQ of 160 and can become a geophysicist, and for the student with a 70 IQ who might become a terrific waiter or waitress.

We need a new approach to education in our society, because material things are becoming valueless. You can see this every day in our young people. They break up their automobiles; they break out windows. They recognize that these things do not have value. We haven't given them another set of values, because we don't know what those values are. It is necessary for us to think about our situation."

Another new role should be continuing education, but not continuing the same type that students couldn't cope with when they were in school in the first place. Why in the world should anyone come back to a place where he originally got in trouble and be made to feel out-of-joint and useless? This is especially true when we realize that every single individual in the future technological age is going to have to go to school. If work, in the technological sense, is becoming cognitive and, essentially, using the mind, then every man is going to have to keep going back to school.

We need to try spending money in education. "I think one of the most beautiful statements I have heard was made by the minister of education from a newly developed nation of western Africa. Here they are spending 40 percent of the national tax income on education. In the United States we are spending about 7 percent now in all levels of education, from kindergarten to the grave." He was asked, "Why is it that you spend 40 percent of your gross national income on education?" "Why," he said, "it's very simple. We've got to! We're so poor!"

In the United States we ask, "Can we afford it?" The DuPont Company could lose every factory and every piece of capital investment that they have and still be one of the great corporations in this country if they could keep the people on their present work force. If they lost the people who are working for them, they would break up in three months. Wealth no longer lies in goods and materials. Today, real wealth lies in the minds of creative and imaginative individuals. There is research coming out before too long which can prove that every dollar invested in education in our nation will produce from 100 to 400 percent more return than the investment in buildings and capital equipment.

The concept of continuing education must be applied to our educational employees, too. We've got hundreds of teachers in our schools who haven't gone back to school for additional education courses in years and don't read anything. Yes, we have hundreds of them! Fundamentally, things are happening so fast today that teachers must be up-to-date. Talk about change....The same kind of rapid change is taking place in all of our ideas.

The fourth point for a new role in education is that we must get flexibility in our educational programming. Much of the slow-down in education is in the educators more than in the public! We cannot be stereotyped by the prejudices built into us as teachers who did well in school. We must break out of this and really begin to take a look at some of the youngsters who are saying to us, in effect, "You dumb old fool in teaching, you're only making $4,000 a year!"

Now they don't say that to you directly, mind you, but they say it in a lot of other ways. You know that they do. We've got to teach these kinds in some way, and on a standard level, that they can understand. We have given every kind of possible help to young people going on to college. We have filled out transcript after transcript, and written letters of recommendation for students interested in going to college. But have we done the same thing for the other 65 percent of our youngsters who will not enter college or take other higher training? Have we helped them in terms of entry jobs? Have we helped them in making the transition from school to work? Have we helped them in the same way that we have the bright ones who could have done it on their own without our help? We just haven't, and it seems that now is the time for us to take this approach!

In our technological society there are going to be many places for people to work. There will be those who can make fine livings waiting tables, or washing windows, or mowing lawns and other types of horticultural work. It would even be a delight to have a good mechanic who knows how to repair cars, wouldn't it? If you went to the World's Fair last year, you found you can make a good living as a bellboy.

We need to provide assistance in the transition from school for work. "If we try to do it, you know that we will have the greatest opposition from the U. S. Employment Service, who believes that this is their job. It seems to me that we've got to do it. Under our Carnegie Foundation Grant we have started a placement bureau in this large high school of 3,500 students. The response has been amazing.

There is a need for that kind of thing. How do you get into Plumbers Union No. 1 in New York City? Suppose the kind of job that this boy needs is in Eureka, California. Suppose this boy is very unsophisticated, but he can do the things the California job requires. How do we help the young man find the degree of sophistication to make the transition? This is not hard for college youngsters. We have colleges all over the place. Unless we help other individuals who do not find jobs, they will not contribute to society and cannot find respectable places for themselves. They will be the ones for whom we shall be paying the rest of our lives by providing food, clothing, and shelter, for in our culture we will not let a person go without basic necessities."

Dr. Venn ended his presentation by suggesting that everyone at the conference get the January issue of Fortune magazine and read the article concerning federal control and the federal government.

After an excellent noon lunch where a great deal of informal information was exchanged, MR. AL REDDING, Assistant Director of Vocational Education in Illinois, introduced the afternoon speaker. Dean Rupert N. Evans was born and raised in Terre Haute, Indiana and earned a B.S. degree from Indiana State Teachers College. An M.S. and Ph. D. degree was awarded by Purdue University. Dr. Evans has worked as a printer, foreman of production control, and machinist. He has directed research projects and published numerous articles and one textbook on electronics.

Dean Evans is Chairman of the AVA Research Committee and a member of the Research Subcommittee of the National Manpower Advisory Committee. He has been a Fulbright lecturer in Japan and Past-President of the National Association of Industrial Teacher Educators. He is now the Dean of the College of Education at the University of Illinois and Professor of Vocational and Technical Education.

Structuring Vocational Education to Meet the Challenge

DEAN RUPERT EVANS told the group that he was going to make some strong statements which might sound harsh. However, as he was among friends, and as with interpersonal relationships within a family, he was going to be "affectionate but disrespectful."

In dealing with the subject of structuring vocational education to meet the challenge, Dean Evans said he wished to make two points: (1) the need for leadership, and (2) the need for innovation.

Leadership

"Don't get the idea that vocational education is in bad shape. In fact it is in the best shape it has ever been in but this still isn't saying much. Some of it is being, and ought to be, discarded. Some of it is bad because it is repressed. Some of it is bad because it has inadequate leadership. Some of it is very good, but could be improved." Dean Evans continued by mentioning that he had recently been requested to identify nationally four comprehensive high schools with outstanding vocational education programs. Surprisingly enough, he found this very hard to do. Some of the best comprehensive high schools are vocational high schools which spend half time on general education and half time on vocational education. Many comprehensive high schools are not comprehensive because they repress vocational education.

Dean Evans pointed out that, generally speaking, vocational education developed its leaders and teachers at only two times in history. One was during program expansion in the 1920's and the second was during war production days in 1940-43. Those persons developed soon after the passage of the Smith-Hughes Act are now retired and the second group are now senior leaders. The need in the 1920's and early 1940's was for skilled manpower. Leaders in vocational education still think in these terms.

Few leaders or teachers were developed during the 1930's or for the past twenty years. Vocational Education looked like a static field a few went into it. It was static because the leadership made it so. Blame Congress for static allocation of funds and for malappointment but the real blame must be placed on vocational education leaders who failed to propose change. Recent changes here came mainly from non-vocational educators such as the President's Panel of Consultants. Dean Evans believes that vocational education leaders were afraid of hurting each other's feelings and that in Illinois we are still adhering to this policy.

Innovation

Dean Evans expressed the belief that if he had to name the most sorely needed aspect of vocational education it would be innovation. In the past, innovation has been discouraged but today even the federal government is pushing us in this direction. They are pushing in a more insidious way to set up programs where we have failed and in a few places where we have not failed.

Real innovations or changes need to be made in (1) who we serve, and (2) how we serve them.

Who We Serve

If we could get every teacher, vocational or otherwise, to accept the concept that he taught in order to achieve the maximum increase in value then we would have made tremendous progress. Certain groups of students desperately need the teachers' help much more than other students. When we compare value and input of the disadvantaged vs. the advantaged student we find that the value added by education is not just in the total value of the finished product. Dean Evans used this analogy to make his point. Which factory is more valuable -- one that takes blank paper of virtually no value and turns it into a good reference book or one which takes a paper bound book and puts a hard cover on it. Hard cover books look better and cost more, but the first factory helped society much more. We honor our New Triers and our University High Schools, but we rarely consider the high quality students they start out with. Some other high schools may be adding far more value to our society. We honor vocational programs that are highly selective. They are inevitably going to graduate good students. Ought we not also to honor these vocational teachers who start with rough material and add greatly to its value? The day is passed when vocational education can forget about service occupations and the people who should enter them.

How We Serve

This subject was divided into three parts by Dean Evans; (a) How we teach, (b) what we teach, and (c) how we organize to teach it.

Dr. Evans discussed the first part by making this short but powerful point. "How we teach is a subject in itself, but if we teach to add maximum value to each person, we can't go far wrong."

What we teach. The ideal high school vocational program is set up by a local advisory committee. Dean Evans said he was in favor of an advisory committee, in fact there was no excuse for not having an advisory committee, however, he pointed out some of the pitfalls to be avoided. We have examples of local advisory committees that are more concerned about keeping kids in town without education in order to keep them there. With the changes we have had in apportionment, some people are going to be more concerned about keeping the boys down on the farm by giving them no education and hope that they will stay at home. They are doing this in far too many places in the state, and the local advisory committee is one of the reasons for it. Suppose you have a speciality plant open in a town and the advisory committee says you ought to train people for this particular industry, you have to develop people for jobs in that unique facility. If this is done you will be again selling him down the river! Somehow we have to find a structure of providing training for people from town "X" and town "Y". The local advisory committee is concerned only with one opening in their town. It is easy to say that the small school has no money and given the money they will do better, but in vocational education this is not the case. Vocational education requires a student body and the small school with 50 students is saddled with no vocational education, or vocational education of a very limited range. Money is really not the problem here, but the need for students. The area that is losing population and wants to hold on to it will have to provide good vocational education.

We need some kind of State Plan that insures adequate coverage in other innovations. We have a problem of teaching for transferability of skills and knowledge. The trend is toward education for families of occupations. If you have something transferable in a vocation one must understand theories and principles not just "how to do it." Some place in this structure we have to have curricula development and have to evaluate the materials produced here and elsewhere.

How we organize to serve Illinois. Some recent developments in our state which are being discussed and developed are the Junior Colleges and area vocational schools. There are in excess of thirty Junior College districts in the planning or development stage. Under the present arrangement the local Junior College decides its own program with one limitation. This is the requirement that at least 15 percent of the curricula must be vocational-technical in nature. Many complain this is too much but many others feel it is too little. By way of interest, what would happen if all high schools were requested to have 15 percent of their curricula vocational-technical in nature? 50 percent?

Area vocational schools to serve secondary students and some adults have recently been approved for Chicago, Sterling and Decatur. Dean Evans posed the question, "Are these in the right places?" Local initiative should be used as a back stop but that some group should be keeping an eye on the total vocational-technical education program in the state and pointing out where the holes are.

One innovation suggested by the speaker was the need for one or two state operated speciality schools to plug gaps between local and area vocational-technical school programs and to provide for unusual occupations.

Dean Evans continued by posing a series of thought provoking questions:

What are the goals of state departments? Regulatory? Advisory? How do we encourage local initiative and still provide means for filling in the gaps between local programs?

What are the goals of vocational education in Illinois? Who determines them?

Who decides which innovations to encourage?

How is the budget to be determined?

How do people learn what monies are available?

Who coordinates the vocational education programs which are carried on by at least a dozen different agencies in Illinois?

How should the total administrative structure be changed to better meet the needs of vocational-technical education in Illinois? Is a new technical task force needed to study and make recommendations for this change?

What should be the proper and most effective role of the Research Coordinating Unit?

This presentation was summarized by Dean Evans making the following three points:

1. We must develop leadership.
2. Innovation, evaluation and dissemination of new ideas is mandatory.
3. We have to have a workable state structure.

Following this presentation, each participant at the conference was introduced by MR. ROY McDERMOTT of the RCU staff. MR. BURGENER announced that Dr. Elizabeth Simpson, Chairman of the Home Economics Division, College of Education, University of Illinois, was a national candidate for President of the American Vocational Association. Professor Simpson made a few comments and said she would be appreciative of the conference participants' support.

The remainder of the afternoon was dedicated to an open forum with Dean Evans as moderator. A lively and informative session ensued. To illustrate the wide diversity and tenor of some of the many items discussed, a few illustrations follow.

A question was raised as to the status of the Junior College movement, with concomitant implications for vocational-technical education, and the area vocational schools.

In response MR. EVERETT BELOTE, assistant executive secretary to the Junior College Board, discussed the plans and actions underway to convert existing Junior Colleges to a Class I status and for other areas to form proposals for new districts. He expressed the point of view that vocational-technical education would make up a significant portion of the curriculum in these new institutions, hopefully beyond the required 15 percent as specified in the law.

MR. AL REDDING explained the plans, policies and actions by the State Board for establishing and providing financial assistance for area schools. He pointed out that it is anticipated that instruction will be provided on a part-day basis for residents within the limits of a given area. Special financing is possible for buildings and equipment in addition to the usual aid for operating expense. Programs offered will be for secondary age youth and for some adults. These centers are to be closely coordinated with Junior College programs.

DR. ARTHUR LEHNE, Assistant Superintendent for Vocational and Practical Arts Education, Chicago Public Schools, explained the progress and plans for opening the George Westinghouse School for the Chicago metropolitan area. MR. WILLIAM REYNOLDS, Coordinator of Vocational and Industrial Education, Decatur, discussed the development of the Decatur Area School which will be serving about twenty-five districts. He indicated response to the proposal has been highly enthusiastic.

RAY DAVIS, Field Representative, Bureau of Apprenticeship and Training, U. S. Department of Labor, asked, "How do we fare in Illinois with other areas of the country in vocational-technical education?"

DR. GRANT VENN answered the question by saying he didn't know to be very truthful. New York state is making real progress and there is no question about the progress California is making. The latter has free opportunities without tuition. This is an important point according to Dr. Venn as the cost of the education to the family is the major factor. "As far as I know, you are doing well. This is the largest meeting that I have attended in the last several years dealing with the statewide programs of vocational-technical education.

GEORGE KOONS, Vice President, Brunswick Corporation, requested that a member of Corplan describe to the group the very interesting study they are conducting for the RCU staff.

WAYNE HOCKMUTH, Corplan Associates, explained that the major objectives of their project were to identify the available research information on vocational-technical education; present recommendations of areas needed to be researched in the general area of manpower needs; and prediction of manpower trends in ten broad occupational classifications.

Following a social hour and dinner the program continued. MR. PHILIP G. BAIRD, Program Planning Supervisor, Illinois RCU and chairman of the evening session introduced Mr. Ray Page, Superintendent of Public Instruction.

Mr. Page extended personal greetings to the group and expressed his appreciation to and regard for the large and impressive group assembled. The text of his remarks is as follows:

"I am pleased to have the opportunity to participate in your conference and make a few remarks relevant to the importance of this workshop.

Our society today faces a complex of new educational changes, perhaps more complex than at any time in the history of this country. Education is now more than ever vital to the individual, to this nation, and to our international involvements; it is our number one problem.

As we look back upon the changes that have taken place in education, and particularly vocational education, we realize that we are living in a constantly changing society that at times simply appears fantastic. The next twenty years will see more technological and industrial changes, social changes, changes in international relations, and changes in educational methods and organization than we have ever seen. Some we can predict through research studies and statistical projections, but others will come that we cannot predict nor foresee. That there will be major changes in our total program we can be certain.

One of the major areas of change of which we can be certain is that of jobs in the future. Automation is changing the occupational structure of our society even more drastically than did the industrial revolution. The major difference is in the degree and kind of education required. School officials, working with community and business organizations, are being challenged to find new approaches to vocational education, and the need for bold and creative programs to meet the needs of all children is today one of the most crucial problems, not only in education, but of the nation as well.

As a result of the Vocational Education Act of 1963, certain other recent federal grants to education, and increased support and interest at the local and state levels, vocational courses have gained status in our total program. Students and parents are beginning to recognize vocational education as practical and meaningful. This is good and as it should be, and our vocational teachers and leaders in this field have contributed much to this improved status.

American education has been concerned with vocational competence and preparation since Benjamin Franklin set up his academy in the mid-eighteenth century. This concern will receive increased emphasis in the urban-industrial society with its demands for increasing specialization, mass production, and more skilled manpower in general.

I want you to know that your Superintendent of Public Instruction appreciates all of the time and energy that you people are devoting at this conference to this timely topic. I am confident that this select committee will identify needed areas of attention and directions for the future of vocational education that will have a real impact in the State of Illinois.

I would like to share with you the following statement that I read recently which was made by George Leonard, West Coast Editorial Manager for Look Magazine and which emphasizes what I have been saying. I quote: "Much of what will be taught by the year 2000 A.D. (only 34 years from this date) does not today have even a commonly accepted name."

This statement points up the challenge that all of us, laymen and professional educators, face today.

It has been a real pleasure to share these thoughts with you,"

Mr. Baird then introduced DR. ALLEN LEE. Dr. Lee, like Dr. Grant Venn, began his career as a vocational agriculture teacher in the Pacific Northwest. He served for many years in the Oregon State Department of Education as a vocational education specialist and in administrative positions involving both vocational and general education. His last position in that department was as Assistant State Superintendent for Educational Development in Vocational Education where he was intimately involved with a major research project to improve and upgrade educational leadership at the state level. He has completed a study in depth of state departments of education in all of the fifty states. Last summer (1965) he served as a consultant to the USOE on the Elementary and Secondary Education Act. Dr. Lee is presently located at the University of California at Berkeley, where he is working on a 4(c) project to study methods of improving the leadership role of state divisions of vocational-technical education.

DR. ALLEN LEE opened his presentation with the following story:

Much has been said about the gap existing between research and practice, and we are reminded of the old Vermont farmer who, when asked to cooperate in some agricultural research, commented, "Shucks, I ain't farming half as well as I know how to now!" Well, our thesis concerns the need for more of both research and practice, and suggests the pressing urgency of systematic organization and a thorough understanding of the processes involved in Research and Development.

According to Charles F. Kettering, research is a high-hat word that scares a lot of people. It needn't. It is rather simple. Essentially, it is nothing but a state of mind--a friendly, welcoming attitude toward change, going out to look for change instead of waiting for it to come. Research for practical men is an effort to do things better and not to be caught asleep at the switch. The research state of mind can apply to anything: personal affairs or any kind of business, big or little. It is the problem-solving mind as contrasted with the let-well-enough-alone mind. It is the composer mind instead of the fiddler mind. It is the tomorrow mind instead of the yesterday mind.

Research is theoreticl analysis, exploration, and experimentation directed toward the increase of knowledge, and thereby the power to control phenomena.

Webster defines "research" as "...studious inquiry... critical and exhaustive investigation or experimentation having for its aim the revision of accepted conclusions, in the light of newly discovered facts." The word "research" is so widely used with such varying connotations that great confusion results. Research can be defined as the application of human intelligence in a systematic manner to a problem of which a solution is not immediately available.

Webster describes "development" as a "step or stage in growth, advancement; hence, an event or happening."

There is today an increasing awareness and sense of urgency for research and development (improvement if you will) in education. In many areas we find persons seeking, striving, straining, clamoring, thirsting, imploring for change to meet the needs of today. This applies to all of education, including most certainly that which you represent--vocational-technical education.

Vocational programs were for many years predominatly characterized by a high level of excellence--and were generally so recognized. The interest and attendance at this conference testifies of your belief that we need now devote special attention toward organizing for research and development. Behind this must have been -- among other things -- the feeling that our field of mutual interest needs some new vigor, some variations of old ideas, some brand new ideas, and widespread willingness to adapt to the needs of changing times.

Dr. Lee suggested that the problem which confronts us is of such priority and importance as to merit well-planned organization, systematic innovation, flexibility, and adaptiveness in our research and development activities. As yet, there is little or, at most, inadequate assurance that our developing programs will possess these essential qualities.

Dr. Lee's assignment today concerns the challenge of organizing for change in vocational-technical education. He began by focusing our attention on the overall setting and talking about state departments of education.

State divisions of vocational education are important parts of state departments of education, and that which characterizes the latter generally characterizes their divisions of vocational education.

Perhaps more so than ever before, it is today essential that state departments of education be strengthened. This is supported by the philosophy of the present federal administration as reflected by various actions, the Elementary and Secondary Education Act of 1965 being the most recent.

Not long ago James Bryant Conant said, in referring to policy making for the public schools, "What is needed are strong state boards of education, a first class chief state school officer, a well organized state staff, and good support from the legislature." Conant has also noted that in some instances, "the state education departments, though possessing considerable formal authority, are capable of little more than the performance of routine duties." In commenting further about the determination of educational policy in the United States, he says,

> "Educational policy in the United States has been determined in the past by the more or less haphazard interaction of (1) the leaders of public school teachers, administrators, and professors of education, (2) state educational authorities,

> (3) a multitude of state colleges and universities, (4) private colleges and universities, and (5) the variety of agencies of the Federal government, through which vast sums of money...have flowed to individual institutions and the states....It is my thesis that such a jumble of influential private and public bodies does not correspond to the needs of the nation..."

Dr. Conant also points out the need for strengthening state departments when he said,

> "Without appearing to belabor an obvious point I do wish to emphasize how reformers intent on using the Federal power have repeatedly been forced to use what I have called 'Federal bribery' to accomplish their purposes."

Institutions of higher education have long excelled in many phases of education, but theirs is not the business of setting policy for public schools, or for providing direct leadership to them. They have rightfully had a monopoloy on under-graduate and graduate work, but they have not and should not assume or be delegated statewide or local responsibility for public education. This is neither philosophically desirable nor legally in order. The colleges and universities, through the consultant activities of professors, have made efforts of some significance to provide assistance to local schools; however, this has not been a major or top priority concern of higher education, and it is grossly inadequate for many reasons.

Constitutional and *statutory* (as well as *logical*) responsibility for public schools rests with the state which has established an agency with *statewide* responsibility for this purpose. At the 1964 annual conference of the Council of Chief State School Officers, Conant said that as recently as five years ago he would have advocated that local boards were the keystone to educational policy and that state departments of education were just to be "tolerated." He went on to say to the chief state school officers, however, "It is now clear to me that the jobs which you hold are or should be the key positions in education and not the structure of public education...in the United States."

As long ago as 1957 John Guy Fowlkes of the University of Wisconsin, in referring to state departments of education and the chief state school officers, said, "These are the agencies and officials who, more than any other educational organizations and workers, have responsibility for and work with, to varying degrees, all levels, kinds and forms of public education in our country."

There is an increasing concern nationwide about the strengths, capabilities, and limitations of state departments of education as they currently exist. There is general recognition that the weakest link in the educational triad of local schools, higher education and the state department of education is most often the latter. Frequently, one hears criticism that these departments not only fail to promote changes for improvement in education, but they also obstruct the efforts of others.

Techman concluded that the present standards of state departments are not able to keep pace with postulated new practices, and little leadership was found.

The average state department of education has 75 professinal staff members available to work on educational problems and programs. Such a department works with 425 school districts, including 1,003 elementary schools, 80 junior high schools, and 220 high schools. These are staffed (1963-64) with 10,827 elementary teachers, 1,916 junior high teachers, and 5,401 senior high teachers. There are in addition 170 superintendents, 42 assistant superintendents, 633 elementary principals, 74 junior high principals, and 159 senior high principals. In summation, the 75 state department of education staff work with 1,303 schools and about 20,000 local school people -- for the purpose of maintaining standards, teacher and administrator training, and the general improvement of education including buildings, methods, and materials for teaching.

How can any state department of education staff be effective with a ratio of 75 SDE persons to 20,000 local school people? Some state department consultants estimate their *average* "visit" to schools to be one half-day each seven years. A few are able to approach the level of one visit in each two year period. Obviously, this precludes reliance upon the procedure of working with individual teachers -- especially when one takes cognizance of the time required for desk work and travel. It would be not only impractical, but also unrealistic and undesirable to attempt to increase SDE staff to a number that could satisfactorily (under traditional procedure and organization) meet the challenges and effectively influence change for improvement.

Beginning with the precedents set by Horace Mann in Massachusetts, state departments of education have quite adequately performed such tasks as record keeping, disbursement of funds, inspection, compliance checking, and enforcement of minimum standards. There is today another function which is sorely needed by public education. *That is one of service and leadership to point the direction for change and improvement in education*, and to assist with its implementation in the public schools. (This does *not* preclude continued performance of services in record keeping and compliance checking, but these should constitute a minor function rather than the raison d'etre.) Instead of spending 90 percent of their time on inspection and compliance checking, and 10 percent on promoting specific change for improvement, state departments should reverse the ratio and devote 90 percent to leadership for change.

The Need for Research and Development in Education

The average citizen today recognizes that "R and D" stand for the two most important words in American industry--Research and Development, which form the basis for most of the outstanding achievements of our country's industries. Companies which show the greatest progress and market the largest number of new products are those which budget generously for research and development, establish responsibilities, and organize accordingly. Many of our outstanding growth companies pour back into research and development as much as 10 percent of their net incomes. The automotive industry is a prime example. How long could (or can) any of the leaders in this industry compete without continual research and development? A common story among the most active industries is that more than half of their new products are less than ten years old. Were it not for strong research and development programs, companies in the fields of electronics, drugs, and metal products (to name just a few) would soon be out of business.

Professional people, such as the doctor, the pharmaceutical worker, and the dentist, must carefully follow new research in order to keep abreast. We are most critical of our professional people who fail to make use of the findings of research.

The U. S. Department of Agriculture, the land grant colleges, the Agricultural Experiment Stations, the county agricultural staffs (agents) and a multitude of farmers cooperate in performing the essential tasks of research and development in agriculture. These agencies and individuals are responsible for research on agricultural problems, whether local, state, national, or inter-national, and have a mutual interest in achieving solutions and improvements. Some federal monies are utilized, but the major amount of the activity is supported by state funds. This widely dispersed research effort within each state is coordinated and correlated by a state agency to bring about overall balance, avoidance of gaps, and a balanced attack on agricultural problems in general.

The technological advances which have resulted in agriculture and industry have not come about spontaneously or haphazardly. They originated in deliberately planned, carefully organized, and adequately financed programs of research and development. The methods, organizations, and procedures utilized in American industry and agriculture are the objects of worldwide admiration and emulation.

We are now allocating huge sums of public capital to research in education, but how well are we organized? The truth of the matter is that, excellent though our basic research has been, far too much of it remains on the shelves and in the pigeon holes gathering dust. The necessary follow-through activities and implementation have been sadly neglected.

Currently, we have at our fingertips sources of financing far greater than ever before. We have not previously organized for change or systematic innovation--but now we must or fail in our endeavor.

The Change Process and Implications for Divisions of Vocational Education

Generally recognized today is the need for accelerated change to keep education programs and practices in tune with demands created by the rapid expansion of knowledge, an intensely competitive society, the expanding population, new ways of living, and the changes created by increased automation.

Too often there is undesirable competition between agencies or institutions in different levels of education, and sometimes apprehension and resentment of each other's actions--or lack of action. This is little short of calamitous, in view of the magnitude of the over-all task in education and need for improvement. Comprehension and agreement concerning individual and joint responsibilities are essential if we are to effectively influence change for improvement in education. Changes in education are inevitable, whether planned or not, and it behooves us to actively endeavor to influence the process.

The research work traditionally done by the colleges and universities has been generally excellent insofar as basic research activities go; however, there is great need for applied research for activities such as program invention, field testing, dissemination, demonstration, and implementation. The latter activities (frequently encompassed by the word "research") are appropriate functions of the State Department of Education and of local schools, as well as sometimes higher education.

The divisions of vocational education should have prime responsibility for isolating major problem areas and then coordinating the efforts (sometimes subcontracting) to attack problem areas in education. Some of the problem areas can be attacked best by local schools. Experience has proven that they will not be so attacked, however, unless the State Department of Education, with the aid and cooperation of many schools and colleges, identifies and spotlights them, and then exerts coordinating leadership to bring about improvement.

Certain kinds of research and development may properly be done by the division of vocational education. The division should arrange for local school and higher education personnel to devote energies toward achieving solutions to the problem areas which have been isolated and defined. The division has major justification to concern itself with many kinds of research and research-related activity, but much less with basic research.

It is neither desirable nor feasible for personnel of most local schools to thoroughly acquaint themselves with the technicalities (red tape) and general requirements. Likewise, it is equally or more undesirable to train or acquire local school personnel already skilled in the intricacies of the necessary research design.

The divisions of vocational education need personnel skilled in research design to provide state-level service for public schools (and to a lesser extent to higher education) throughout the state.

Local schools are the logical setting for many applied research activities and field testing. They constitute the focal point for implementation.

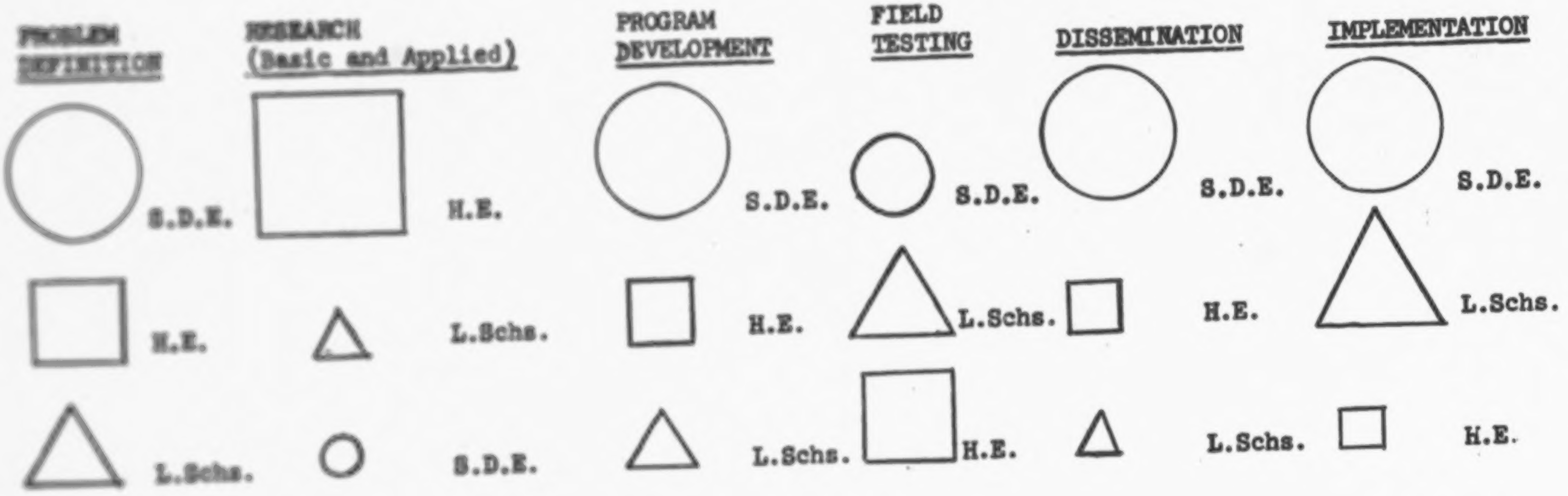
Commissioner Keppel, in his letter dated April 9 and addressed to state departments, has detailed means that states can follow in applying for funds to establish a state program of research and development in vocational and technical education. State departments, universities, and even private organizations have vital roles to play in this essential function. The details of implementation may vary to some degree from state to state, but the need and the motivation is similar the country over.

Essential to the successful establishment of research and development programs is a thorough understanding of the Process of Change, and agreement concerning roles.

The chart (and accompanying explanation, see pages 46, 47, and 48) which follows details our philosophy pertaining to specific division of responsibilities for the several areas of research and research-related activities.

A Flannelboard Presentation:

A TAXONOMY OF ACTIVITIES INVOLVED IN EDUCATIONAL CHANGE IN PUBLIC SCHOOL PROGRAMS


PROBLEM DEFINITION
RESEARCH (Basic and Applied)
PROGRAM DEVELOPMENT
FIELD TESTING
DISSEMINATION
IMPLEMENTATION
S.D.E.
H.E.
S.D.E.
S.D.E.
S.D.E.
S.D.E.
H.E.
L.Schs.
H.E.
L.Schs.
H.E.
L.Schs.
L.Schs.
S.D.E.
L.Schs.
H.E.
L.Schs.
H.E.

1. Problem Definition is an area for which the state department of education should fulfill the major role after thorough communication and consultation with local schools and higher education.

2. The major role for basic Research should continue with higher education; however, it is vital that local schools and the state department of education have minor involvement.

3. The state department of education should have the major leadership role for Program Development; however, it is essential to have significant involvement of colleges and universities and local schools.

4. In Field Testing the three agencies generally should have equal involvement.

5. In Dissemination the major leadership role should be carried by the state department of education; however, local schools and institutions of higher learning should fulfill supporting roles.

6. In Implementation the major roles should be with local schools and the state department of education because the Constitution gives responsibility to the state, which in turn delegates some. Higher education should play a minor role.

(Flannel Board Presentation)

	PROBLEM DEFINITION	RESEARCH	PROGRAM DEVELOPMENT	FIELD TESTING
PURPOSE	Establish Priority	Discover Truth	Structure & Vehicle	Try out Empirically
EFFECT ON CHANGE	Focus Attention	Give Direction	Facilitate Change	Determine Local Usefulness
ACTIVITIES	Observe Confer	Analyze Inquire	Create Devise	Evaluate Adapt
	______ ______	______ ______ Synethesize Describe	______ ______ Construct Fabricate	
APPRAISAL CRITERIA	Reactions	Validity	Potential for Meeting Needs	Efficiency Usefulness

(Flannel Board Presentation)

	DISSEMINATION	IMPLEMENTATION
PURPOSE	Provide Visibility	Improve Education
EFFECT ON CHANGE	Provoke Interest	Incorporate Change
ACTIVITIES	Advise Circulate	Use Available Resources
APPRAISAL CRITERIA	Transmission Effectiveness Degree of Comprehension	Achievement of Goals

Summary

We can summarize by saying that, although we have dealt with the several areas (problem definition, research, program development, field testing, dissemination, and implementation) to some extent separately, we recognize that these are overlapping and frequently some are entirely omitted from consideration. Because of the varying responsibilities and because the many activities cannot be separated into neat little cubicles, it is highly imperative that the three agencies (local schools, higher education, and the Department of Education) always be involved and cooperating regardless of the immediate area concerned. Similarly, the division of vocational education should be continually communicating and cooperating with other divisions of the department.

Of basic importance is some understanding of the change process. Implementation or action will probably not ensue, unless we specifically plan and create a favorable climate for change.

Involvement of many persons is a must, and each needs adequate comprehension of his responsibility and authority.

State personnel are too frequently prone to believe that their superior levels of training, position and experience (sometimes referred to under the term prejudices) entitle them to consider their own opinions sacred--thereby prohibiting flexibility and obstructing development of the kinds of programs needed in vocational-technical education today.

At long last, the people of this country have come to recognize the basically rigid and non-comprehensive programs existing in the great majority of our secondary schools. These programs, primarily college-prep in nature, resulted from rigid adherence to the concept that the supreme goal of education could only be matriculation in the conventional 4 year institution (college or university).

Now that we have support and resources to improve education for the youth of today and tomorrow, it behooves us to carefully and thoroughly organize for Research and Development, and to avoid some of the obvious errors of the past.

Mr. Baird pointed out that an opportunity for questions and discussion of the concepts presented by Dr. Lee would be included as a major portion of the open meeting for staff members to be held the next morning. The first days session was then adjourned.

The program was continued on Wednesday morning with two open discussion meetings being conducted simultaneously. The RCU Planning Committee meeting was directed toward a consideration of critical issues, problems and needs for vocational-technical education in the State of Illinois. The meeting of Staff for Vocational-Technical Education was oriented toward improving leadership competencies, particularly of state department personnel.

RCU Planning Committee Open Meeting

This meeting convened at 9:00 A.M. with Dr. M. Ray Karnes presiding. Nine members of the committee were present. In addition, approximately forty other conferees attended the session.

Dr. Karnes opened the meeting and indicated the committee has been urged to consider problems and issues that range across the whole broad field of vocational education. He reintroduced Dr. Allen Lee who enlarged on his remarks of the previous evening. Dr. Lee pointed out that some twenty-three states have established Research Coordinating Units similar to the Illinois RCU who are the sponsors of this workshop. These units are organized within or in connection with the state divisions of vocational education. Such activity is highly significant and should provide a rather considerable emphasis on research and development.

Changing the tenor of his remarks Dr. Lee reiterated upon the evolving Federal-State-Local educational relationships in view of recent Federal legislation. He expressed a strong personal conviction that a real possibility exists that control of education may be abrogated by the Federal agencies unless aggressive action is taken within the states to fill the leadership void. He explained this conviction was arrived at over a period of time and based upon personal knowledge and experience at the local, state, and federal level.

Dr. Lee suggested that to fill this leadership void imaginative leadership must be forthcoming from local schools, universities, state departments, and the general public working closely together. In his view, the state department is the key agency in this process. He went on to point out some of the reasons for the weak leadership role of state departments, including low salaries and the types of people that can be attracted for state department service, low status of state departments in comparison to universities and large metropolitan school districts, and the time consuming involvement of state department personnel in minutia and trivia that stifle leadership initiative.

Dr. Lee made the observation that the RCU Planning Committee was composed of members who represent the broad spectrum of interest groups that are concerned with vocational education. He felt it signficant that neither the state department nor the universities were in a dominate role on the committee. It was his contention this committee could and should play a significant role in the strengthening of the leadership activities for vocational education in the State of Illinois.

Dr. Ray Karnes reviewed the suggested agenda items which had been compiled as a list of some of the needs and/or critical issues, as follows:

1. Organization and administrative structure to facilitate expansion and improvement of vocational and technical education in Illinois: Division of Vocational and Technical Education in Office of Superintendent of Public Instruction, vocational and technical teacher education in institutions of higher learning, local and regional programs of vocational and technical education.

2. Need for statewide master plan for vocational and technical education as part of master plan for all of education.

3. Review of fiscal policies of Board of Vocational Education and Rehabilitation: priorities and criteria which should influence budgetary allocations, strategic importance, allocations for capital outlay and direct instructional costs, etc.

4. Criteria and procedures for evaluating total occupational training effort in Illinois.

5. Role and function of the Research and Development Coordinating Unit in relation to the total program of vocational and technical education in Illinois.

6. Review procedures and criteria for evaluating research, experimental, developmental, pilot and demonstration proposals submitted to RCU.

7. Other items suggested for consideration:

8. Election of chairman of RCU Planning Committee.

This review prompted some general discussion of the role and function of the RCU Planning Committee. The main question centered upon whether the committee should concern itself with just research and development questions, or should their deliberations include broad policy and procedural issues that affect vocational-technical education generally. It was pointed out that a study of overall needs and a formulation of recommendations for policy changes were objectives in the original RCU proposal. Dr. Karnes and Mr. Burgener pointed out that both Mr. J. E. Hill (former State Director) and Mr. Ray Page, Superintendent of Public Instruction, had specifically requested this committee to consider broad issues and make suggestions for possible changes and improvements.

A number of reactions were expressed. MR. JAMES BROMAN, Illinois Chamber of Commerce, said this is probably not the time to make actual decisions but the committee might well spend time in appraising general attitudes of the public. DEAN RUPERT EVANS suggested the group might serve as a task force committee with a primary concern for research and coordination of research. Opportunities may arise which suggest a broad concern which will be helpful to the new Director (in the process of being appointed). MR. W. C. VAN DYCK, Caterpillar Tractor Company and committee member, advanced the notion that responsibilities might be accepted by the committee as needs present themselves, with the further observation that there are differences in people's minds as to what are these needs. It was his point of view the advisory group could take a look at the total needs relative to program and leadership requisites. MR. WAYNE STONEKING, Illinois Education Association and Committee member, was concerned about the basic relationship of vocational and general education. He advocated research and pilot programs to explore curriculum revisions to include complete occupational information prior to the secondary age level.

PROFESSOR JERRY DOBROVOLNY, University of Illinois, suggested a possible reorganization of the state division structure to provide a greater emphasis on post-high school, technical curricula to meet the demands of the expanding junior college system. DEAN ERNEST J. SIMON, of the Vocational Technical Institute of Southern Illinois University and former State Director, questioned the advisability of proposing specifics with the appointment of a new State Director in the offering in the immediate future.

There followed a number of ideas, questions, and comments by various persons in attendance. A digest of some of the comments follows:

(Individuals can be identified by reference to the conferee roster)

Mr. James Broman would like to see some effort to appraise what consensus, if any, exists among the various groups involved with vocational education. What is the role of organized labor in the movement and of management groups? How do the various governmental agencies fit into the picture? How can coordination and common endeavor be brought about?

Mr. Sam Bernstein referred to two basic areas of need. First, how do we ascertain what training is taking place in industry? Secondly, how can formal vocational education be coordinated with other training efforts? For example, how can we dovetail with apprenticeship training, both formal and informal? How do we establish a dialogue with organized labor?

Mr. Clem Phipps described the efforts under way to develop a new junior college in the Mattoon area. He related the surveys reveal a considerable interest in vocational-technical instruction, especially part-time for adults.

Mr. W. C. van Dyck commented on the changing needs which suggest an increasing demand for continuing education, especially for technical and retraining objectives. He advocated a serious study of emerging, changing and future needs for vocational-technical education.

Dr. Donald G. Green discussed some of the concerns in the State of Iowa which relate to the activities of their RCU. One question they are confronted with is the possibility of oversupply or overtraining of workers. This issue has come up in regard to electronic technicians. Another problem is undersupply. They are working with the bricklayers union to attempt to determine the source of new entrants into this skilled craft. Such an appraisal has distinct research implication to ascertain projected building plans, worker mobility, anticipated retirements, etc. Cooperative studies seem to be mandatory.

Dr. Robert Tomlinson suggested there are two levels needing attention. There is an obvious need for long-range master planning. There is a more immediate need for determining what adjustments may be desirable in fiscal and operational policy. Both areas need serious attention and perhaps should be studied simultaneously so that one complements the other.

Mr. Daniel Healy reported as a representative of organized labor on the interest in training by labor unions and some of the activities presently going on across the country. He acknowledged the pressing need for new workers, particularly in the skilled craft areas. He discussed the problem of undersupply in some areas and an oversupply in others. He offered support and assistance to the RCU committee.

John Cox proposed that a two or three day work session would be desirable to develop ideas with respect to the various needs and problem areas which have been mentioned. He expressed special interest in the supply and demand for workers, programs for dropouts and youth with special needs, and preparation of an adequate supply of qualified teachers.

Dean Ernest J. Simon described a plan of teacher-training being expanded by SIU to build upon basic experiences gained in technical institute (or junior college) type training. His institution has already had some success with such a plan. The program would include formal teacher preparation and job experiences in industry. He acknowledged this is a very challenging problem area.

Dr. William Treloar made a plea for more immediate solutions as long range plans are being studied and developed.

Mr. M. A. Wittevrongel mentioned the problems of the local vocational administrator with special reference to the work load and lack of staff assistance. He proposed increased financial support to help upgrade local leadership.

Mr. Sam Bernstein reminded the group of the myriad of problems and needs which far exceed the means of solution, both in terms of available manpower and funds. It was his hope that we could preempt the entire field with respect to long range planning especially in terms of problem definition. Further, he questioned whether the availability of unlimited funds would provide a catch-all solution to all of the problems.

Mr. William Reynolds reviewed plans and developments for an area school in the Decatur community. He too expressed a special concern for the dropout and the dropout prone youngster and asked for direction and assistance in structuring program for their benefit.

Mr. Edward Martin reminded the group of some progress and new development. He described a new project just getting under way to train food workers through the cooperative efforts of his trade association, the Bureau of Apprenticeship and Training, and MDTA.

Dean Rupert Evans offered some comments relative to the practices and administration of vocational programs and funds in the State of Illinois. It was his impression the state staff acts primarily as reactors to local initiative within the framework of state and federal rules and regulations. Budgeting of funds appears to have been informal at best. Reimbursements have been made, primarily for teacher salaries, on an equal share basis for all subject matter areas. State and local funds have long exceeded federal funds in total amount. State funds alone have been greater than federal until the past year or so as a result of the Vocational Education Act of 1963.

The state office has insisted that federal monies must be matched by state and/or local funds on a program by program basis. Under this system a considerable amount of local matching funds have never been taken into account such as overhead expenses which amount to 15 to 100% of actual operational costs. The federal regulations do not make mandatory a program by program matching but, rather, will allow for an overall matching requirement except for a few limited exceptions. There is, and has long been, more flexible authority for the use of vocational funds than we have taken advantage of and which are perfectly legal. Our self imposed limitations do not seem to be entirely reasonable.

As a result we find ourselves in a situation that arose last year when we were not able to make use of all the federal funds available. We long had the same problem in using federal funds for technical education. Granted, it does not make sense to spend money for the sake of spending, but with so many pressing needs, there should be opportunities unlimited for making good use of funds in a beneficial way.

Unused federal funds are reallocated to other states that are organized to use it. New York has been the recipient of considerable excess money under this procedure.

Obviously this suggests a need for very careful planning and some changes in policy and administrative practice. Such planning must be both for long range and more immediate goals. This RCU Committee can be helpful to the Director and the State Board as they study these issues. The RCU can, and should be, a key group in helping to expand our knowledge and know how with innovative techniques. These needs all tie together and may be broadly categorized as "leadership" as Dr. Lee has suggested. We are moving in the right direction.

The committee set a date for a next meeting. The meeting was adjourned.

Open Meeting of Staff for Vocational-Technical Education

The theme of the meeting was: How can the leadership function be strengthened or improved through the coordinate efforts of University, State Department, and local school personnel? This meeting was planned as a sequential follow-up of Dr. Allen Lee's presentation of the previous evening. Dr. Lee served as the principal consultant for this meeting.

In order to set the stage and raise pertinent questions concerning the need for strengthening this leadership function, a panel of Illinois educators began the meeting by making individual presentations. The members of the panel were:

Harold Engelking, Chairman	Asst. Professor & Supervisor Adult Education, SIU
M. Jack Watts	Asst. Supt. in charge of Vocational Education, Sterling
Helen Evans	Director of the Bureau of Voc. & Practical Arts & Special Projects, Chicago Public Schools
Paul M. Pair	President, Automation Institute of Chicago
Pat Rath	Former State Supervisor of Business & Distributive Education
E. C. Nichols	Supt., Marengo Community H. S.

As a result of these presentations, questions and ideas such as the following were placed before the group.

1. We have a state plan but do we have a state philosophy?

2. How could a state philosophy become a living thing? Ideas--perhaps by holding monthly staff conferences.
3. Should a public information office be established in the division of vocational-technical education?
4. Can greater flexibility be built into the existing system in order to provide teachers for the urgently needed new courses and curricula such as electronic data processing?
5. How does the public know what new research findings and innovations are available?
6. How can we train teachers for the programs for the disadvantaged so that we can carry on the program according to the current state plan and not steal teachers?
7. How can we keep our vocational teachers updated to the point where they could teach in other areas of vocational education and still be certified?
8. Does the present organizational setup of seven divisions, agriculture, home economics, trade and industrial education, etc., in the State Office provide the most effective mechanism for helping local schools develop strong programs of vocational education?

The group members of the open meeting exhibited real interest in the presentations by the panel members and raised several additional points themselves. Dr. Lee then helped the groups thinking by giving several concrete illustrations of ways to answer many of the questions raised. For example, in response to question #8, he reacted accordingly.

"There is a trend around the country to liken our organization to the medical profession. When we need a doctor we usually are not sure what is wrong with us so we go to a general practitioner. He is capable of looking over the whole inside and outside part of the chasis, etc., and then pinpointing the particular area where the ailment exists. After we have been examined by a general practitioner, he may call in a specialist. A number of state divisions of vocational education are now in effect copying this sort of a pattern. The general practitioner or generalists within a department can give you the answers but the generalists knows when he needs to call in a specialist and when we have a need for a specialist in the various subject matter areas. This is the development of a pattern which I think may be appropriate for questions like you have."

In response to several questions raised by the audience concerning trying to change the image of the state staff members from that of "inspector" to "leader", Dr. Lee shared this personal experience with the group in answer to the specific question, "How can we change it?"

"The State Department of Oregon, where I worked for almost 18 years and had about every job there from one which was not much more than being a janitor to that of deputy superintendent in both general and vocational education, we were on the firing lines from superintendents about doing too much inspection. Now, in actuality we had six elementary supervisors who spent the major portion of their time in going out and "visiting" elementary teachers and superintendents. Each of these elementary supervisors had either in front of them or in their minds a list of things about which the department was charged with checking and we openly, or in a roundabout way, asked the superintendent many questions. We observed many things and sooner or later we would check yes or no on this list. This was not working out as a satisfactory approach to aiding the cause of education so we decided to try a different approach. We said to all six of the elementary supervisors "you don't get to do this any more." We took one person and put him in administrative services of our department and we said, "You have to do all this inspection stuff that six people use to do!" And he said, "I can't possibly get this done and go around visiting the schools." We said, "O.K. figure out something else." He developed a nice list of things that we used to check and mailed it out to all the elementary schools. He asked them to complete the form and send it back. If the superintendent's signature isn't good enough, then the superintendent should not be on the job, and this worked out wonderfully well.

Now the question was what to do with the six elementary supervisors since they no longer get to go out and inspect. We called them consultants. They are consultants now.

At about the same time we started on a more systemized plan which came to be known as the Oregon program. We received a generous Foundation grant to develop this whole concept of leadership. We set up a separate elementary department and set up a separate department of teacher education and teacher certification. We set up a separate department as secondary, and these people had no tradition of inspection to limit them or to structure their activities. They went out and served as consultants.

In a relatively short period they came to be considered, by schoolmen as yourself, as a superior sort of an animal and some resentments started to develop within the department. Our old time staff members, tried and proven, who had built their reputation as "inspectors", were faced with a higher classification as a consultant and they did not like it. We had never called them inspectors but they were considered to be inspectors by the people in the field. They are now consultants and one man does all the inspection that six of them used to do. Everybody likes it but it was a painful thing to bring about the initiative because we had been doing some of these things so many years. At one time these were necessary activities but when it gets to the point where they are no longer as necessary and essential as other services then I think it is up to the superintendents and the general public to demand something else.

I don't know which of you are members of the State Division of Vocational Education but I am sure that I irritate some of you and step on some toes. This is natural and everybody feels this way. But once you get this different goal you will love it. This has been our experience and I am sure it is true and you can perform a greater service.

Something that we see today is this -- we have been in enough commotion that there are going to be some changes. Now, unless the people within the State Division of Vocational Education actively work toward bringing about certain changes, somebody else is going to do it. I think the people within a department are the ones that can best determine what changes ought to be made and can best bring them about. We don't like to be called inspectors but that is what we have been and school people have told me that they don't really need state department people just to come out and visit with them.

If you like the dissemination of information then let's rewrite some job descriptions and let's frankly recognize that we are field testing or that we are passing on the information. There was a day when it was necessary for someone from Springfield to go out and check on what the superintendent was doing but he doesn't need this kind of supervision any more. If we are not alert, we will have this mundane busy work handed down from Washington. We can get out of line from the state level but this will be nothing compared to the out of line orders from Washington. We may end up being glorified inspectors for orders from Washington."

The remainder of the open meeting was lively with discussion and the majority of those in attendance volunteered information or opinions for the group. Dr. Lee presented the concluding thought to the audience.

"I think you know your business far better than anyone else does.

I think you are in the position to perform a tremendous service to the school people in this state. I think the school people should recognize that unless they make it possible for you to perform a particular service for them, then this is going to be done by Washington, D. C. and it is far more appropriate that there be a State agency, such as your own, to perform this service because we are going to have more federal aid and possibly more federal control. There needs to be a buffer between the individual school districts and the federal level to look after the specific interests of the State. Each school district cannot look after its own interests in dealings with the federal office and you need to give continued attention and emphasis to this.

Some of the cream of the educators in the country are in vocational education. There is no agency that can perform the service that the State Agency needs to perform. This is a collection of services that can only be performed by the State Agency. There is a real need to build our staff in the State division. There is a real need to increase salaries and I think it will be a sorry day if we don't really build and strengthen the State divisions or State departments of education. Certainly yours is a challenge and certainly you are a most essential part of the triad of vocational schools and higher education. Yours is the most important staff, absolutely essential to our educational organization. We are going through radical changes and it is important to adjust some plans in your change of operation.

Evaluation by Participants

The evaluation of the conference was assessed by several means; (1) by the participants -- (a) their reactions to an evaluation card and (b) their letters mailed to the RCU Director after the conference had been completed; (2) by the RCU Director; and, (3) by a set of Final Conclusions developed by the editors.

A Part

At the closing session of the conference, each participant was asked to fill in an open ended evaluation card. On one side of a blank 3 x 5 card each conferee was asked to record the general type of professional position he held, i.e., State Department staff, teacher trainer, etc. Names were not required on the cards.

On the reverse side of the card, everyone was asked to give their general reaction to the conference as frankly as possible. They were requested to divide this general reaction into two parts:

1. The greatest strength of the conference.
2. The weakest aspect of the conference.

As each person had a blank card no clues were given as to the types of items desired under 1 or 2. Thus the comments written by the participants were items which supposedly had affected them deeply. The following chart presents the broad categories of likes and dislikes and are separated by type of position the conferee considered himself to be in.

The reader is free to draw his own conclusions from the data presented in the chart. However, it is readily apparent that the groups divided by type of professional position held had varying reactions to the conference.

See chart on the following pages --

Likes	University Teacher-Trainer (19)	University Other (5)	State Dept. Staff (31)	Public School Personnel (17)	Labor (2)	Other* (5)
Broad representation & quality	9	3	5	5	1	2
Speakers	8		15	4		1
Exchange of ideas (Frankness & new ideas) (The challenge) (Many times informally)	9	4	20	14	2	3
Organization of program & preplanning	1	1				
Stimulated philosophy	2					1
Awarness by others of problems of State Staff			3			
Dislikes						
Wed. morning session (panel)	2		6	2		
Need more small group sessions (More informal time) (More participation) (Too large to be a working conference)	8	2	5	2		
Need for a plan of action	4	3	13	6	1	2
Physical facilities (crowding, air,audio)	2		1	6		1
Generalities-not the type of conf. needed	1	1	1	1	1	1
Need more from employers group	1					
Gate keepers not in attendance	1	1				
Speakers not acquainted with Illinois	1					

*Author; Ind. Ed. Mgr.; Pres. Auto. Institute; Publishing; Sec. of Legislation, Ill. Ag. Assn.

(chart continued)

Dislikes	University Teacher-Trainer	University Other	State Dept. Staff	Public School Personnel	Labor	Other
Organization of Conf. Planning for detail Purpose of conf. not clear		1	2	1		1
Wider group of people needed	1	1				1
Not enough time			4	1		
More use of speakers afterwards				1		
Not enough emphasis on adult Voc. Educ.			1	1		
How is research going to solve any of these problems			2			
A tendency to argue or debate certain issues			1	1		
"Hearing from ind. & business their ideas of what we need to do in our manner of training the men for the job."	1					

A typical card from each of those work groups follows to afford the reader a clear picture of some of the raw data.

Teacher Trainer, Adm. of Votec Teaching Education Program:

> 1. Presentations by three outstanding men and the stimulating, enthusiastic discussion which they evoked.
>
> 2. Lack of time for discussion in smaller groups.

Consultant, University lecturer:

> Greatest Strength: The marshalling of a great and comprehensive variety of persons, facts and opinions bearing upon Vocational Technical Education in the State for the first time.
>
> Weakest Aspect: No attempt to summarize the steps the State Vocational Technical Education program must take to do an enlightened job of meeting present and future manpower needs.

State Staff:

> 1. The Greatest Strength of the Conference
> Opportunity for open expression--included those from outside the state, outside education with disagreements open.
>
> 2. Weakest
> No definite feeling that much will be done to implement suggested or recommended changes. State Dept. people don't like panels!

I.S.E.S. Official:

> Strength: Presentation of basic problems.
>
> Weakness: A frustrated feeling that seemed prevalent, that no answers were forthcoming.

Coordinator, Experimental Cooperative Program:

> 1. Very frank, constructive criticism for us to think about to "get us on the ball". An emphasis on the urgency of the problem.
>
> 2. No weakness--unless this is "the end of the action".

Publishing:

> 1. The frankness of ideas expressed by the variety of background of the people.
>
> 2. Lack of fresh air in meeting room.

The first day of the conference was preferred by most. This day seemed to excellently set the stage for action and the second day did not seem to follow through with action or plans for implementation.

In summary it appears that the majority of participants liked the "Exchange of Ideas" at the conference and the weakest aspect of the conference was a "Need for a plan of action." The latter may be a strength in disguise as a series of follow-up conferences are planned by the RCU staff.

B Part

In response to Mr. Burgener's letter after the conference was completed (see Appendix 78), a number of participants wrote a letter with at least one suggestion of a critical need or issue facing vocational education.

In summarizing these responses, it was found that many expressed a critical need from their own specific area of work. Surprisingly enough, the item that appeared by far the most regularly was need to work with disadvantaged and less than normal students! Quotes from sample letters are included here.

> "Many of the statements made by people in attendance, who presumably represented various aspects of vocational education, reflected an attitude I sensed when I was a high school principal trying to develop an expanded vocational education program in a large suburban area of Chicago comprehensive high school. That to which I refer is an attitude of unwillingness to "lower the sights" in order to provide programs designed specifically for working with

young people who at the time demonstrated little likelihood of success in anything, particularly academic type work. I had the unhappy feeling that either consciously or unconsciously efforts to assure success of a program influenced the various persons in such a way as to hope to attract "higher caliber pupils". There is a suggestion here also that more prestige would be associated with the positions in the programs if this were to be the case. (If "better" students were enrolled.)"

--Mr. Frederick P. Abel, Dean
School of Education
Western Illinois University
Macomb, Illinois

"I look forward to working you and your associates generally and particularly, as our mutual efforts may be related to program development for the socio-economically disadvantaged. In the near future, the opportunity to explore specific projected programs for the disadvantaged will be appreciated."

--Clifford E. Minton
Field Representative
Persons with Special Needs, DVTE-OE

"Thank you, too, for the opportunity to suggest that immediate steps be taken to structure a program designed to meet the needs of the low-ability student and the disadvantaged student in the new State Vocational Plan. It should be recognized that such a program has objectives other than depth of skill training, to which vocational education has been traditionally devoted. I would hope you can bring this to the attention of your RCU Advisory Group as well as the new Director of Vocational Education."

--Helen J. Evans, Director
Bureau of Vocational and
Practical Arts Education
and Special Programs
Chicago Board of Education

"We have a statewide Illinois Curriculum Program Committee on Counteracting School Dropouts. Most of the young people tagged as potential dropouts are marginal students. More specific attention needs to be given by local school staffs to the needs of the marginal students. The payoff will ultimately lie in curriculum changes, many of which gravitate around reorganized content (courses and/or programs). Traditional course organization with the overtones of the mass education approach still prevail to a larger extent than we can legitimately defend."

--Woodson W. Fishback, Director
Curriculum Development
OSPI, Chicago Office

"Among the areas of constructive action that I think should be listed as concerns of the committee is that of the development of programs specifically designed for disadvantaged students. As I get closer to the nub of our problems, this question crops up again and again. It is a most important area for us to be concerned about."

--Arthur R. Lehne
Assistant Superintendent
Chicago Board of Education

"In essence, then, as Dr. Evans stated, the educational system is investing more and more in the individual who has already succeeded, the college students, and overlooking the individual whose lack of skills forbids him from becoming an active participant in our society, hence his services remain unused."

--Joseph DiLillo
Chicago Office, Board of
Vocational Education and
Rehabilitation

"It seems to me the following area vitally needs some first-class research: The proper curriculum mix for the disadvantaged student in business and office education -- for example: how much basic education, how much prevocational education, and how much specific, occupational education, and in what proportions?"

--Charles B. Harrington
Regional Manager
McGraw-Hill Book Company

Conference Conclusion by RCU Director

At the closing of this conference, I want to insert in the record a statement concerning the reason for the experience you have had here yesterday and today.

In June of 1965 Illinois was given an opportunity to establish an Occupational Research and Development Coordinating Unit. A part of the proposed pattern was this two day workshop. The actual proposal was written by Robert Tomlinson of the University of Illinois, Wayne Hochmuth of Corplan Associates, and myself.

The first necessary item to implement the proposal was staff. In fact, without added staff it would have been impossible to find the available time to do any of the many things which have already become a reality through the Illinois RCU. This workshop is but one. I could point to specific individual achievements of each one of the staff members during the past few months that other professional vocational educators whom I have known would be hard pressed to match.

In this period of time, that same staff has been maligned, publicly criticized and labeled incompetent. This is certainly evidence of the disrespect within the vocational education family that Dean Evans talked about yesterday. I am not sure its affectionate nature has been equally evident.

The four staff members of the Illinois RCU who were responsible for this meeting were four of the first persons in the entire country to be hired for such jobs. They have done some constructive criticizing of their own during their employment period with the Unit. As Director of that Unit, I will put their ability, professional ethics, dedication, enthusiasm, and desire for the improvement of vocational education in competition with any comparable group now assembled. Each took the job eagerly and willingly even though they knew there was no guarantee the job would even exist after eighteen months.

I'm just publicly saying -- Phil Baird, Roy McDermott, George Fuka, Rick Ryley, Marge Newton, and Helen Vicars -- "Thanks for what I knew you could do and what you have proven you can do for the welfare of vocational education in Illinois."

Final Inferences

1. Need for a much greater emphasis in vocational education to meet the needs of students who might come under general categories, such as -- socially economically disadvantaged, under-achievers, dropout-prone, less than regular vocational programs.
2. There is a real awareness of the weakness of the state department efforts and a desire for strengthening to enable more leadership to be exercised and less inspection. This was verified by local school people, state department people, and consultants, namely, Dr. Allen Lee.
3. A high level of interest was displayed by the participants of this conference, as evidenced by:
    - A. An extremely high acceptance return from key people.
    - B. The continued attendance of participants at each session and staying throughout the one and one-half days.
    - C. Amount and level of informal and late evening discussions.
    - D. Results of the evaluation made by the participants at the closing session of the conference.
    - E. The large number of responses to the post conference follow-up letter.
4. The meeting facilities were not adequate. This included crowding within meeting rooms, necessity for rescheduling meeting rooms, poor acoustical and visual accommodations, and excessive heat and limited ventilation.
5. The conferees appreciated the wide diversity and quality of professional interests represented. Conversely, the opportunity for small group discussions was limited.
6. An expressed need by the vast majority of participants for a second conference to study specific ways and means for dealing with the critical issues which had been crystallized.

APPENDIX

Letters sent to invited participants

List of participants

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Office of the Superintendent of Public Instruction
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
405 CENTENNIAL BUILDING
SPRINGFIELD 62706

RAY PAGE
SUPERINTENDENT

VOCATIONAL AND TECHNICAL EDUCATION DIVISION
J. E. HILL, DIRECTOR
ALFRED A. REDDING, ASS'T. DIRECTOR

Education today is faced with challenges and responsibilities that are immensely complex and difficult making it necessary to call upon all of our resources, especially human resources, to work toward the most expeditious course of action. An area of special need which is deserving of immediate attention is vocational and technical education in the State of Illinois. It is my hope that you will be willing and able to participate in a comprehensive review of this vital phase of education leading to expansion and redirection of effort which will maximize the benefits of this program for the youth and adults of our state.

Toward this end a workshop conference will be held in Springfield in cooperation with the Vocational and Technical Division of the State Board of Vocational Education and Rehabilitation. This conference is being conducted in connection with a special Research and Development Coordinating Unit (RCU) which is described in the enclosed booklet. You are invited to be a participant in this conference and urged to attend.

This workshop will be conducted on January 11-12, 1966, State House Inn, starting at 10:00 A.M. on Tuesday. Your expenses (meals and lodging) while at the conference will be provided. Please use the enclosed card to indicate your willingness to attend and your need for lodging.

The program will feature presentations by outstanding educational leaders who have made major contributions in the field of research and development in vocational education, including:

Grant Venn, Superintendent of Schools,
Wood County, Parkersburg, West Virginia.
Author of Man Education and Work.

Rupert N. Evans, Dean
College of Education
University of Illinois.

Allen Lee, School of Education,
University of California, Berkeley
Formerly Assistant Superintendent for
Educational Development in Vocational Education,
Oregon State Department of Education.

Desired outcomes of this conference will be to identify needed areas of attention, suggest tentative directions for the future, propose working relationships among agencies and groups, and review present relationships and procedures.

Invitations are being extended to a select group of outstanding leaders from business and industry, agriculture, labor organizations, governmental and educational agencies and institutions. As one such leader, you are uniquely qualified to make a significant contribution to the problems and issues being considered.

Detailed planning for this conference is being handled by Mr. J. E. Hill, Director of Vocational Education and Mr. V. E. Burgener, Director of the Research Coordinating Unit. You will receive directly from them additional information concerning details and agenda.

I hope to see you in Springfield on this occasion.

Sincerely,

Ray Page

Ray Page
Superintendent of Public Instruction
and
Executive Officer
Board of Vocational Education
and Rehabilitation

State of Illinois

Office of the Superintendent of Public Instruction

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VOCATIONAL AND TECHNICAL EDUCATION DIVISION
J. E. HILL, DIRECTOR
ALFRED A. REDDING, ASS'T. DIRECTOR

Your acceptance of the invitation to attend the Research and Development Coordinating Unit Workshop is greatly appreciated. The conference is scheduled to begin at 10:00 A.M. on Tuesday, January 11, at the State House Inn, 101 East Adams Street, Springfield, Illinois and will be concluded with a luncheon on January 12. The opening session will be held in the Inaugural Room on the basement level. Take the elevators at the rear of the lobby area. Coffee will be available at 9:30 A.M.

A tentative agenda is enclosed. We hope your schedule will allow you to attend the sessions on both Tuesday and Wednesday. The Tuesday sessions will be general meetings for all participants with outstanding speakers and challenging topics. On Wednesday the RCU Planning Committee and the State Vocational Staff will meet separately but concurrently. You are invited to meet with either of these groups or to spend some time with each. The more detailed discussions will take place during the Wednesday sessions.

The accommodations which you requested are hereby acknowledged. All meals and lodging will be provided for you while at the conference. Our original reservation cards intended to offer you the possibility of room reservations for Monday and Tuesday nights.

Response to Mr. Page's invitation has been quite good. There is every indication this will be a stimulating and highly significant event. We look forward to seeing you in person.

Sincerely,

V. E. Burgener

V. E. Burgener, Director
Illinois Research Coordinating Unit

VEB:man
Encl.

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Office of the Superintendent of Public Instruction
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
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VOCATIONAL AND TECHNICAL EDUCATION DIVISION
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ALFRED A. REDDING, ASS'T. DIRECTOR

Your participation in the RCU Workshop on January 11-12, 1966 in Springfield was greatly appreciated. It is hoped this conference was a meaningful experience and provided you an opportunity to reevaluate the strengths and weaknesses of vocational education in Illinois.

A detailed report of the conference is being prepared and will be distributed to all participants in the near future. The total attendance reached one hundred sixty. Conferees have been identified in broad catagories, as follows:

Business and Industry	8
Organized Labor	2
Associations	16
Higher Education	50
Secondary Education	28
State Department of Education	41
Other Governmental Agencies	15

You are reminded that each participant was asked to submit at least one suggestion of a critical need or issue facing vocational education. These suggestions will be directed to the RCU Planning Committee for their review and consideration. If you were not at the Wednesday luncheon, you may wish to send us an evaluative opinion of the conference. This we would welcome whether it be "affectionate or disrespectful."

Again, thank you for taking the time to consider existing needs and problems which may be alleviated by measured change in programs and services of vocational education.

Sincerely,

V. E. Burgener, Director
Illinois Research Coordinating Unit

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